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AUTHOR Bauer, Elizabeth W.; And Others
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ABSTRACT

Described are five programs currently serving over 400 mentally retarded or emotionally disturbed adults offered through the department of continuing education of Pontiac, Michigan. Each of the programs is briefly summarized including name, address, and phone number; number of students; courses offered; staff; and interagency cooperation. Also included is information on federal and state funding, administration and staff, student recruiting, transportation, and support services and other educational placements. A major portion of the document consists of classroom schedules, course descriptions, forms used, and a resource guide to instructional materials for such areas as cooking, driver's education, health education, language arts, mathematics, money, and reading. (DB)

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CONTINUING EDUCATION

ADULT SPECIAL EDUCATION PROGRAMS

ELIZABETH W. BAUER

BETTY L. LOWENTHAL

NANCY J. SCHAFER

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Teachers in the Adult Special Education Programs

TABLE OF CONTENTS

Introduction i

Program 1

Funding 8

Administration and Staff 13

Student Recruitment 16

Transportation 18

Support Services and Other Educational Placements 21

Program Schedules and Descriptions 23

Assessment 39

Resource Guide 42

INTRODUCTION

Pontiac is a unique city located just thirty miles north of Detroit. There are 85,000 people living in Pontiac, 34,000 of those residents are members of minority groups (24,000 Blacks and 10,000 Latinos). General Motors is Pontiac's main source of employment with three major facilities located in this area; Pontiac Motors, Fisher Body and G. M. Truck and Coach. These three facilities house some of the world's most modern manufacturing equipment and employ thousands of people who do not have a high school diploma. The economic, ethnic, and educational circumstances of Pontiac's residents make the city unique and eligible for many and varied state and federal funding programs.

Pontiac is a city with a wide range of educational needs in its adult population. In order to serve these needs adequately, it was necessary to structure a Continuing Education program with a great deal of diversity.

Continuing Education is a division of the School District of the City of Pontiac. Primarily it is funded by state monies with some federal funds being used for special programs. This funding allows most programs to operate tuition free.

The Continuing Education Department functions within the community. It works in partnership with other community resources to provide education, recreation, and a variety of social services. Its goal it to provide educational opportunities to all. In order to meet this goal, the Department of Continuing Education operates learning centers throughout the greater

Pontiac area. Classes for the adult population are offered in elementary and secondary schools as well as in industrial facilities, churches, community health facilities, retirement villages, and the county jail.

Since the advent of laws governing Mandatory Education for the Developmentally Disabled, handicapped youth have been guaranteed access to quality public education through age 25. These laws do not guarantee the same educational services for those over 25. There is, however, a way to address these adult needs available to all local education agencies. Departments of Community or Continuing Education can provide public school systems with appropriate courses of instruction for handicapped adults. By cooperating with the many agencies which serve the special needs of handicapped persons (Departments of Mental Health, Social Services, Public Health, etc.) the local education agency can develop comprehensive programs as reasonable cost.

One such program is operating in Pontiac, Michigan. The Department of Continuing Education began its Adult Special Education program with a single class of thirteen students in 1972. Today, there are over 400 persons with emotional, physical, or mental impairments enrolled at five Special Education Learning Centers. Each Learning Center presents a particular atmosphere and instructional emphasis. The staff individualizes instruction according to the students' needs and abilities.

Pontiac is proud of the strides it has made providing programs for the Developmentally Disabled. The purpose of this presentation is to explain how Pontiac's program operates and to provide the information necessary to start such a program in your community. The Continuing Education symbol states, YOU CAN . . . . . .please do.

PROGRAM

The first step in developing a comprehensive educational program for adults, whatever their educational needs, is to secure a commitment on the part of the local education agency administrators and Board of Education members to provide such a program. This commitment will be made only as educational leaders become aware of the need for such programs and their capability to meet that need.

Once this commitment has been secured, it is only a short step further to design appropriate programs to meet the needs of all adults, including the handicapped, living in the community. Most local education agencies have made some provision for adult education, but few have designed specialized programs for adults with handicapping conditions. This is an area that will become more and more of a concern to adult educators in coming years. Now that the Education for All Handicapped Children Act (P.L. 94-142) is in effect mandating educational services for all handicapped persons through the age of 21, the advocates and families of these persons, indeed the persons themselves, are calling for further educational opportunities.

The School District of the City of Pontiac, Department of Continuing Education has long been a leader in the field of adult education. It recognized some years ago that there was a need for specialized educational programs for members of the community who were not able to participate in regular adult education classes. Today, five Adult Special Education programs serve over 400 persons with mental retardation and/or emotional impairments.

These programs, still growing in scope and substance, had a modest beginning. In September, 1972, the Department of Continuing Education enrolled a small group of mentally retarded adults in an Adult Basic Education Class. The goal

was to work with these students in an intensive program of basic education so that they might achieve the entry skills necessary to participate in regular adult education classes. It soon became apparent that more time, as well as specialized materials and methods of instruction, would be needed if the goal was to be achieved. The following year another teacher was hired for this program and the class size increased. Communications were established with other agencies serving handicapped adults. The resulting cooperation between the School District's Department of Continuing Education and the other agencies enabled the rapid growth of Adult Special Education programs depicted in the chart on page [illegible].

While each of the five Adult Special Education Centers currently in operation serves adults with different handicapping conditions and each has its own set of goals and objectives for its students, there are some general goals which apply to all of the Centers' programs. They are:

- To enable each student to develop his potential for learning in the least restrictive educational environment
- to provide instruction in academic areas appropriate to the student's needs and level of ability
- to help the student develop the social skills he needs to be an accepted, participating member of society
- to encourage the student to utilize the resources of his community for further personal development and enrichment
- to enable each student to be a confident, contributing member of society.

ENROLLMENT IN ADULT SPECIAL EDUCATION PROGRAMS

MENTAL RETARDATION CENTER
1200 N. Telegraph
Pontiac, Michigan 48053
(313) 858-1256

DAY PROGRAM 9:00 a.m. - 4:00 p.m. Monday - Friday

Students: 150 severely and profoundly mentally retarded adults who are also clients of the Mental Retardation Center.

Courses: Adult Basic Education plus common knowledge curriculum

Staff:
Betty L. Lowenthal - Teacher
Nancy J. Schafer - Teacher
Linda Graham - Teacher Aide

Inter-agency Cooperation: Oakland County Community Mental Health Services Board, Mental Retardation Services operates the Mental Retardation Center. The Mental Retardation Center provides classroom facilities and office space, furnishings, utilities, and student transportation.

Pontiac Continuing Education provides instructional staff and materials.

The Adult Basic Education teachers work in conjunction with the MR Center Training Leaders and Social Workers along with other community health personnel to provide a comprehensive educational and training program.

EVENING PROGRAM 6:00 p.m. - 9:00 p.m. Monday - Thursday

Students: 65 moderate, severely, and profoundly retarded adults

Courses: Adult Basic Education plus common knowledge curriculum, socialization skills and physical education

Staff:
Charles Whitted - Teacher
Rudy Von Schmittow - Teacher
Carolyn Densley - Teacher
Vevolyn Price - Teacher Aide

Inter-agency Cooperation: Oakland County Community Mental Health Services Board, Mental Retardation Services provides classroom facilities, office space, furnishings, and utilities.

Pontiac Continuing Education provides instructional staff and materials and student transportation.

LINCOLN SCHOOL
131 Hillside Drive
Pontiac, Michigan 48058
(313) 857-8455

DAY PROGRAM 9:30 a.m. - 2:30 p.m. Monday - Thursday

Students: 104 emotionally impaired and/or educable mentally retarded adults

Courses: High School Completion (Credit toward high school diploma given when course material mastered at 10th, 11th, or 12th grade level)

- English 32, 42, 52
- Math 32, 42, 52
- Art 32; Ceramics
- Basic Consumer Survival
- Clothing 22
- Typing 32

Non-credit

- Socialization program

Staff:

William Palmiter	- Teacher; English, Math
Christina Scarbro	- Teacher; Art
Lynn Hartman	- Teacher; Typing
Mary Buller	- Teacher; Clothing, Basic Consumer Survival

Mental Health Technicians, interns, and high school work-study students staff the socialization program

Inter-agency Cooperation: Oakland County Community Mental Health Services Board, Pontiac General Hospital Community Mental Health Center and West Oakland Community Mental Health Center staff members helped identify and enroll students for this program. The CMH Centers provide staffing for the socialization program, back-up support and special programs.

Pontiac Continuing Education provides classroom facilities, furnishings and utilities, instructional personnel and materials for academic areas and student transportation.

LINCOLN SCHOOL
131 Hillside Drive
Pontiac, Michigan 48058
(313) 857-8455

EVENING PROGRAM 6:00 p.m. - 9 p.m. Monday - Thursday

Students: 65 emotionally impaired and/or educable mentally retarded adults

Courses: High School Completion (Credit toward high school diploma given when course material mastered at 10th, 11th, or 12th grade level)

Basic Consumer Survival
Stretching the Food Dollar
Clothing 22
Art 32
English 32, 42, 52
Math 32, 42, 52

Staff:

Helen Corr	- Teacher; Basic Consumer Survival, Stretching the Food Dollar
Mary Jane Levi	- Teacher; Clothing
Ted Preuter	- Teacher; Art
William Palmiter	- Teacher; English, Math

CLINTON VALLEY CENTER
140 Elizabeth Lake Road
Pontiac, Michigan 48058
(313) 857-3497

DAY PROGRAM 8:30 a.m. - 3:30 p.m. Monday - Friday

Students: 35 emotionally impaired residents of Clinton Valley Center
17 are enrolled through Continuing Education.
18 are enrolled through the Department of Special Education as they are under age 26.

Courses: Adult Basic Education
GED Preparation
High School Completion - Credit Courses

Staff:

Thomas Poff	- Teacher; Adult Basic Education, GED
Carolyn Place	- Teacher; Mandatory Special Education Classes
Joan King	- Teacher Aide; Special Education
Kim Weeden	- Teacher Aide; Special Education
Norm Garland	- Intake Supervisor

Inter-agency Cooperation: Michigan Department of Mental Health which supports Clinton Valley Center provides classroom and office space, furnishings and utilities.

Pontiac Continuing Education and Pontiac Special Education Services jointly supply instructional personnel and materials.

FUNDING

Funding for Pontiac's Adult Special Education programs comes from two sources:

FEDERAL FUNDS

The Adult Education Act of 1966 and subsequent amendments provides for federally collected tax money to be returned to the states to meet the educational needs of persons 16 years of age and over who do not have a certificate of graduation from secondary school.[1] Special emphasis is placed on those persons who have less than eighth grade education.

The funds are appropriated to a state on the basis of a State Plan which documents the need for such educational opportunities within the state. Application for funding is made by the state education agency (SEA) to the Office of Education, Division of Adult Education through regional offices. Every state has a State Plan for Adult Education. Some states require that the local education agency (LEA) adopt a plan of its own to comply with the State Plan.

Funds are administered at the state level usually by the State Department of Education. The body administering the funds uses its discretion as to how they will be distributed. In Michigan, most money for Adult Basic Education goes to secondary school districts. But, it is important to note that P. L.

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[1] Public Laws: 89-750 (1966), 90-247 (1968), 91-230 (1970), 92-318 (1972), 93-380 (1966) as summarized in An Historical Perspective - The Adult Education Act 1964-1974, National Advisory Council on Adult Education, Pennsylvania Bldg., Suite 323, 425 - 13th Street, N.W., Washington, D.C. 20004, March 1976.

90-247 Adult Education Act, 1968 Amendments added private, non-profit agencies as eligible adult education grant recipients.

The LEA wishing to have access to state funds for Adult Basic Education must submit an annual proposal along quidelines prepared by the administering agency. Generally, the proposal will contain:

- a description of the local population which establishes the need
- a list of staffing requirements
- an enumeration of the number of hours that ABE students will be in class
- a budget

Quarterly reports are then filed by the LEA with the SEA to confirm that the program is being carried out as proposed or to advise of changes in one or more aspects of the program.

The amount of money the LEA received in support of Adult Basic Education is based on the number of Full Time Equated (FTE) students in the program. In Michigan, Adult Basic Education students are counted on the same basis as elementary school students. One FTE student in an elementary program receives 25 hours per week of instruction. Therefore, an ABE student enrolled for 25 hours of instruction per week would be counted as one FTE stucent. A student enrolled for a number of hours would be counted on a proportionate basis.

Example: $\frac{\text{ABE student enrolled for 15 hours/week}}{\text{25 hours/week}} = \frac{15}{25}$ or .60 FTE

To be included in the FTE count for the LEA and therefore, eligible for ABE funds, the student must be enrolled in the class(es) and his attendance certified by the fourth Friday of the school year.

STATE OF MICHIGAN FUNDS

The Michigan State Aid Act authorizes state tax dollars to be given back to the schools in the form of state aid to education. It guarantees a minimum dollar amount that each school district will have to educate each child. This minimum amount is referred to as the State Equalized Valuation (SEV) and in 1976-77 was equal to $1,200.00 Adults who are non-high school graduates enrolled in high school completion programs in eligible districts, may be counted for state aid to education as no age limit is specified in Michigan's State Aid Act.

School districts in Michigan are placed into two categories for the purpose of determining eligibility for state aid to education. Those districts in which funds generated for school use locally, equal or exceed the minimum dollar amount guaranteed by the state to educate each child, are not eligible for state aid for K-12, Adult Education or Adult Basic Education programs.

Districts in which local tax dollars generated for schools do not provide the minimum dollar amount guaranteed by the state to educate each child are eligible for state aid to education. The amount of aid received is dependent upon the number of FTE students enrolled over a given minimum (15,000 in 1976-77). Therefore, in an eligible district, each FTE student enrolled in excess of 15,000 brings one SEV unit or $1,200.00 into the district.

Adults enrolled in high school completion programs are counted on the basis of number of hours in class vis a vis the number of class hours for which a full-time student in the regular high school program is enrolled. The latter is considered to be one receiving 480 hours of instruction per academic year

or 240 hours per semester. In Pontiac, Adult Education high school completion courses each provide 60 hours of instruction per semester. Therefore, an adult enrolled in four high school completion courses per semester would count as one FTE student. An adult enrolled for only two courses per semester would count as 1/2 FTE student.

To determine the state reimbursement to the district, partial and full FTE student numbers are combined less the minimum number of students. The remainder is multiplied by the SEV and is the Gross State Aid to the district. The Net State Aid to an eligible district would be equal to the total amount of state aid received divided by the total number of FTE students.

To be included in the FTE count for the LEA and eligible for state aid, adults in high school completion courses must be enroled and certified in attendance on or before the fourth Friday of the school year.

Pontiac utilizes only federal and state money in support of its Adult Special Education programs which are offered at no charge to non-high school graduates. Graduates wishing to take courses are asked to pay a nominal fee. These fees may be waived at the discretion of the principal in cases where the student cannot pay.

There are other sources of funding for programs for handicapped adults. Caro Community Schools operates an Adult Special Education program similar to that in Pontiac.[1] In addition to state and federal money, their program has received

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[1] Caro Community Schools
Dennis Klobucher, Director of Community Services
301 Hooper Street
Caro, Michigan 48723

a grant from the Michigan Developmental Disabilities Council and a $90,000 purchase of services contract from the Michigan Department of Social Services under Title XX. The Department of Social Services purchased the services of Caro Community Schools ABE program to assist clients in gaining competency in the areas of basic self care, communication skills, computational skills, socialization, daily living and prevocational skills. There are also programs for adults with handicapping conditions which are supported by student fees.

ADMINISTRATION AND STAFF

ADMINISTRATION

The Department of Continuing Education in 1976-77 enrolled 3,664 students in 25 Centers located throughout Pontiac. The Director of Continuing Education, Assistant Director Credit Programs and Assistant Director Community Services have responsibility for the operation of the Department. Continuing Education has its own personnel department and Director of Personnel.

In addition, there are several Assistant Principals and Project Directors who are responsible for the operation of various Centers and programs. One Assistant Principal for Continuing Education supervises the Adult Special Education programs as well as other adult education and community service classes. Administrative duties of the Assistant Principal include: program development and coordination, supervision and evaluation of teaching personnel, student enrollment, inter- and intra-departmental coordination within the school district, development of inter-agency programs and public relations.

TEACHER CONSULTANT

A teacher consultant in special education is made available to the Adult Special Education programs by the District's Department of Special Education Services. Under the provisions of the Mandatory Special Education Act (P.A. 198 of 1971) all handicapped students in Michigan are entitled to special education services through age 25. Primary placement for some mentally retarded and/or emotionally impaired young adults is in the special education programs operated by the Department of Continuing Education. The teacher consultant works with the two departments to help evaluate and place students in appropriate educational programs.

Additional duties include: Working with social services and mental health personnel to obtain student referrals, providing reference and instructional materials to teachers at their request, coordinating transportation and assisting with placement of Adult Special Education students in regular high school completion programs, vocational training, sheltered workshop or competitive employment.

TEACHERS

Three of the Adult Special Education Centers offer instruction in Adult Basic Education and two offer courses for high school credit. Teachers in each Center must present, for employment, credentials appropriate to the programs in which they teach. Teachers of Adult Basic Education, which involves instruction at the primary and/or intermediate level, must be certified in elementary or secondary education and should be certified in special education for the mentally retarded or emotionally impaired. Teachers of high school completion courses must have secondary certification in the course(s) they teach and should have special education certification or experience in working with exceptional students. All must have had experience in working with adults.

Teachers are responsible for assessing students' educational skills, developing a curriculum, individualizing instruction to the students' needs and abilities, evaluating student progress and maintaining student records.

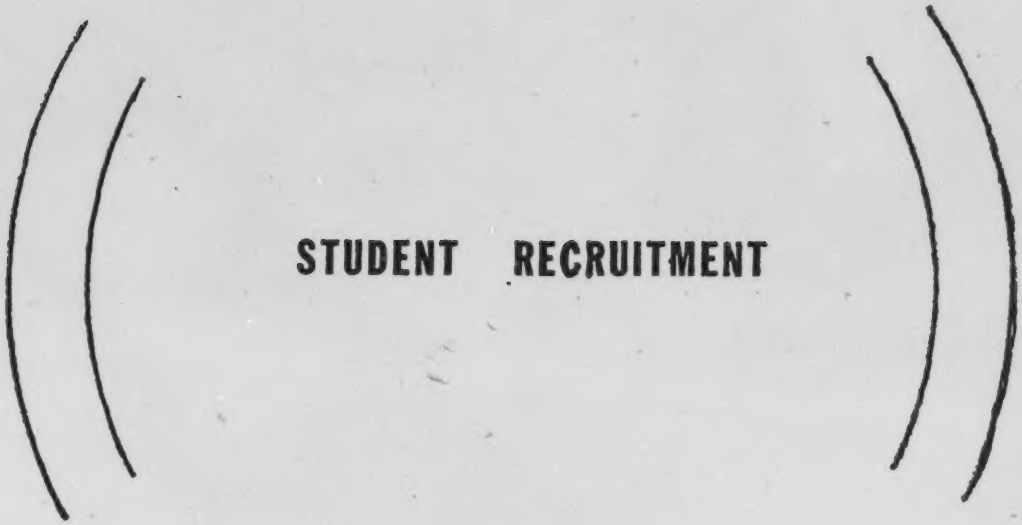
SUPPORT PERSONNEL

Teacher Aides are assigned to some of the Centers to work with the teachers in carrying out the individually prescribed programs of instruction. Teacher Aides also assist in record-keeping and preparation of instructional materials. Most Aides are college students working toward degrees in special education.

Interns, college students in the field of mental health or special education, have been assigned to various Centers for a semester at a time to receive practical experience in working with exceptional adults. They may perform the duties of a Teacher Aide or conduct a special project under the supervision of the regular teacher.

High School Co-op (work-study) students are employed to plan and carry out activities in the socialization program at Lincoln School.

Volunteers at several centers have assisted teachers in the classroom, carried out special projects and provided support for the programs.



STUDENT RECRUITMENT

Adults who might benefit from special education programs are often invisible in the community because of their handicapping conditions. Therefore, the commitment to provide special education services must be followed by a concerted effort to identify potential students, make them aware of the educational opportunities, enroll them and arrange for their transportation to and from school.

Pontiac's Department of Continuing Education uses a number of means to recruit students for its general and special adult education classes. Each year in August, a brochure is mailed to all residents in the community listing the offerings in adult education. At the same time, teaching personnal are hired to serve as recruiters. The recruiters:

- telephone former students to encourage re-enrollment
- go door to door throughout the District presenting the programs and encouraging people to take advantage of them
- visit senior citizens' housing complexes, adult foster care homes, nursing homes and other group living facilities
- visit hospitals, factories, etc. (Pontiac Continuing Education has learning centers located within the large factories and hospitals for the convenience of worker/students
- visit other educational programs.

In addition, the special education staff contacts for referrals:

- Community Mental Health Clinics
- Department of Social Services - Adult Service Workers
- Rehabilitation facilities and sheltered workshops
- Department of Mental Health Social Workers
- Public Health Nurses

- Adult Foster Care Homes
- Voluntary advocacy agencies such as the Oakland County Association for Retarded Citizens.

While all persons identified may not enroll, they are made aware of the opportunities in adult education and ways to take advantage of them when they so desire. There is a concerted effort to enroll and certify in attendance as many students as possible on or before the fourth Friday of the school year. However, students may enroll in the Adult Special Education programs at any time during the year.

TRANSPORTATION

For many handicapped adults, access to transportation of any kind is often difficult, if not impossible. Most do not drive or have private transportation available to them. Public transportation may not serve the areas in which the person lives or to which he must travel and if it does, the handicapped adult may not be able to use it because of physical or financial limitations.

The School District of the City of Pontiac recognized that provision for transportation would be critical to the success of all its adult education programs. To meet this need the District made available to its Department of Continuing Education six buses and maintenance service. The Department of Continuing Education provides funds for gas and drivers out of its own budget. These buses are in use day and evening to transport adults to educational programs of all kinds.

The Adult Special Education programs have the use of two buses. One services the students attending the Lincoln School programs and the other, the students attending the Mental Retardation Center evening program. Students at Clinton Valley Adult Learning Center are resident in the hospital and able to walk to class. Students attending the Mental Retardation Center day program are bused to the Center at the expense of Community Mental Health as they are clients of that work activity training facility.

Buses used for Adult Special Education pick up students in front of their homes. Buses for general adult education classes stop at pre-arranged pick-up points to which the students must walk. Door-to-door transportation

has made a significant difference in the success of the special education programs. It has enabled all but the most severely physically handicapped persons to attend. There is an added value in that the bus drivers have become effective liaisons between home and school.

School bus transportation is efficient and effective for programs involving 40 or more students in an urban area, but it is not without its limitations. The buses may not be used outside the district limits although out-of-district students can enroll in courses. Federal funds received through the State Department of Education in support of Adult Basic Education programs may not be used to pay for transportation. General funds accessed through other sources must be used.

There are alternatives to school bus use. Some which have been employed successfully are:

NEOTRANS - a transportation system funded by a grant through the Community Action Agency is using small vans to serve the handicapped and senior citizens. The cost to the rider is minimal as the system receives most of its revenue from the participating communities in the northeast Oakland County area in which Pontiac is located. Pontiac Adult Special Education has used NEOTRANS to transport out-of-district students to and from school.

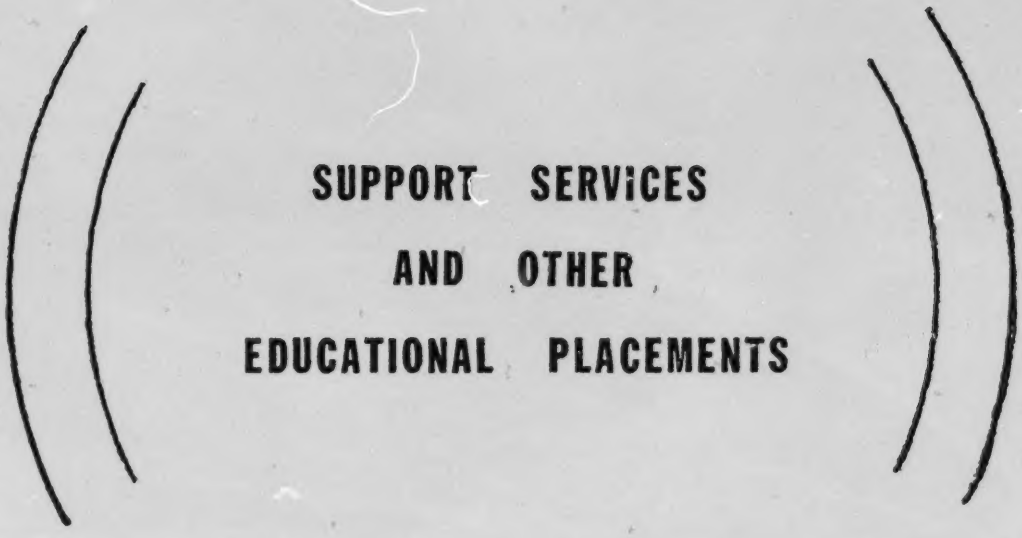
FISH - a voluntary organization which provides transportation and other emergency services to persons with unmet needs. FISH groups are supported by churches, service groups, and individuals. The Oxford, Michigan ABE program uses FISH volunteers to bring handicapped persons to class.

Students - Students who drive may be reimbursed for transporting handicapped students to class. This system is used by the Community Schools in Caro, Michigan which serve an extensive rural area.

Family, Guardians, and Friends - provide transportation for a few students in Pontiac.

No doubt, there are other ways to enable adults with special needs to attend an educational program. The nature of the community in which the student lives and goes to school will determine to a great extent which form(s) of transportation would be best employed.

If no provisions can be made for transportation, there is the alternative of taking the program to the students. This was done in Pontiac in 1975-76 when programs were operated within two adult foster care homes.



SUPPORT SERVICES AND OTHER EDUCATIONAL PLACEMENTS

As a student in the Adult Special Education programs gains confidence in himself and proficiency in his academic skills, he may want to take advantage of the other programs available through the Department of Continuing Education. The teacher consultant or a special service worker will work with the student to help him select a program which meets his needs and in which he can be successful.

SPECIAL SERVICES

Counselors - to advise students on courses required for receipt of a high school diploma and other academic matters.

Career Advisors - to evaluate students' vocational interests and aptitudes and to suggest educational programs or training opportunities to make them work-ready in a particular field.

Job Placement Specialists - to evaluate students' vocational interests, aptitudes and employment potential and to assist students in locating and securing employment. Jobs currently available include: waitress, busboy, cook, janitorial and custodial, secretarial, clerk-typist, seamstress, and heavy machine operator.

EDUCATIONAL OPPORTUNITIES

Vocational Training - Project Growth, located at the Northeast Oakland Vocational Education Center, provides vocational training for adults with special needs. Training is offered in the following fields:

Building Services	Typing
Clothing Services	Auto Body Repair

Food Services	Auto Mechanics
Data Processing	Nurses Aide Training
Office Practice	Welding

Courses are run in 10-week sessions and students may repeat sessions until mastery of the job is achieved. Job training is offered for fields in which there are local job openings. A learning center which offers vocationally-oriented English and Math instruction is located at Project Growth so that students may improve academic skills needed for success in their chosen vocations. Job placement services are available to students successfully completing the vocational training program.

GED Learning Centers - are located throughout the city. In these, students are instructed in English, Math, Social Studies, and Science so that they might successfully complete the General Educational Development Test (high school equivalency examination).

High School Completion courses are offered at Pontiac Northern and Pontiac Central High Schools. These courses lead to the receipt of a regular high school diploma.

PROGRAM SCHEDULES AND DESCRIPTIONS

CLASSROOM SCHEDULE

MENTAL RETARDATION CENTER

DAY PROGRAM - FIRST SEMESTER

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:00	Common Knowledge I	Primary Language I	Common Knowledge I	Primary Language I	Small
	Common Knowledge II	Reading Group I	Common Knowledge II	Reading Group I	Groups,
10:00 - 11:00	Common Knowledge III	Primary Language II	Common Knowledge III	Primary Language II	Individual
	Common Knowledge IV	Reading Group II	Common Knowledge IV	Reading Group II	Training,
11:00 - 12:00	Common Knowledge V	Primary Language III	Common Knowledge V	Primary Language III	and/or Field
	Common Knowledge VI	Reading Group III	Common Knowledge VI	Reading Group III	Trips
12:00 - 1:00		I N D E P E N D E N T S T U D Y			
1:00 - 2:00	Arts and Crafts Sign Language Richard Seeley	Interest Group Sign Language Cooking	Arts and Crafts Sign Language Richard Seeley	Interest Group Sign Language Cooking	Clubs
2:00 - 3:00	Arts and Crafts	Reading Group V	Arts and Crafts	Reading Group V	Clubs
	Reading Group IV	Cooking	Reading Group IV	Cooking	
3:00 - 4:00		Planning, Meetings, Record Keeping, Etc.			

CLASSROOM SCHEDULE

MENTAL RETARDATION CENTER

DAY PROGRAM - SECOND SEMESTER

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:00	Common Knowledge I Common Knowledge II	Primary Language I Reading Group I	Common Knowledge I Common Knowledge II	Primary Language I Reading Group I	Small Groups,
10:00 - 11:00	Common Knowledge III Common Knowledge IV	Primary Language II Reading Group II	Common Knowledge III Common Knowledge IV	Primary Language II Reading Group II	Invidivual Training,
11:00 - 12:00	Common Knowledge V Common Knowledge VI	Primary Language III Reading Group III	Common Knowledge V Common Knowledge VI	Primary Language III Reading Group III	and/or Field Trips
12:00 - 1:00		I N D E P E N D E N T S T U D Y			
1:00 - 2:00	Physical Activities Sign Language I	Interest Group Richard Seeley	Physical Activities Sign Language I	Interest Group Richard Seeley Sign Language II	Clubs
2:00 - 3:00	Journalism Latch Hooking Sewing	Reading Group IV Reading Group V	Journalism Latch Hooking Sewing	Reading Group IV Reading Group V	Clubs
3:00 - 4:00		Planning, Meetings, Record Keeping, Etc.			

COURSE DESCRIPTIONS

MENTAL RETARDATION CENTER

DAY PROGRAM

MONDAY - FRIDAY

COMMON KNOWLEDGE

Included in this program is the recognition, verbalization and writing of the student's name, address, phone number and birthdate. Other areas include: number recognition, counting, survival signs, directionality, days of the week, the months and basic concepts.

COOKING

An introductory course in recognition and use of kitchen equipment (apartment and the industrial kitchen), measurement, basic competitive shopping, management of time and budgeting.

CRAFTS

Focus on creative expression and fine motor skills. Students will also develop responsibility through the management of materials and their use of time. Projects are selected on the basis of individual capabilities and personal interest with the goal being: that students will use these skills in their leisure time.

FIELD TRIPS

Each student has the opportunity to take one or more field trips in conjunction with their class work or to focus on individual interest. Emphasis is placed on community awareness, exposure to various types of activity, normalization, etc.

INDIVIDUALIZED TRAINING

Students in need of one-to-one contact for maximum output are given the opportunity to work singly or in a small group (2 - 3 students) with an instructor.

INTEREST GROUP

A survey course of student's personal interests. Format is based on discussion of current events, recreation, use of leisure time, community awareness, and a variety of mini-units at student's request.

JOURNALISM

The primary goal of this course is the production of a monthly newsletter, chronicling present and future events of interest to M. R. Center clients and significant others. Emphasis is placed on developing vocabulary, reading skills, cooperation, and production techniques.

LATCH HOOKING

The major emphasis of this course is to develop a skill that would provide constructive use of leisure time. This project promotes the development of

fine motor coordination, a sense of responsibility, a feeling of accomplishment and a means of self-expression.

PHYSICAL ACTIVITY GROUP

A primary learning program to devleop fine and gross motor skills, coordination, awareness of body parts, spatial relationships, etc. Basic communication skills such as: listening, following directions, and attending are also incorporated.

PRIMARY LANGUAGE

Focus on communication skills: listening, responding, attending, vocabulary, following directions, basic concepts, etc. Also included are readiness skills: name recognition, colors, shapes, counting, etc.

READING GROUPS

Various levels of communication, readiness and reading skills including: listening skills, letter recognition, word recognition, vocabulary building, phonics, spelling, grammar, comprehension, logic and reasoning, sequencing, oral reading, and reading with expression.

SEWING

A functional skills program focusing on practical sewing. This course includes mending, repairs, hemming, sewing on buttons, and the use of a sewing machine.

SIGN LANGUAGE

The teaching of a sign language dialect for the non-verbal and/or non-hearing client. By stressing functional nouns and verbs needed for everyday communication, as well as emergency signs, this course develops and improves communication.

CLASSROOM SCHEDULE

MENTAL RETARDATION CENTER

EVENING PROGRAM

MONDAY - THURSDAY

Time	Type of Activity
6:00 - 6:10	Attendance
6:10 - 6:40	Instructional groups
6:40 - 6:45	Change classes
6:45 - 7:15	Instructional groups
7:15 - 7:20	Change classes
7:20 - 7:50	Instructional groups
7:50 - 8:00	Break
8:00 - 8:30	Large group activity
8:30 - 9:00	Games and art
9:00	Dismissal

PROGRAM DESCRIPTION

MENTAL RETARDATION CENTER

EVENING PROGRAM

MONDAY - THURSDAY

The emphasis of this program is placed on the basic academic areas including reading, writing, functional math, and language arts. In addition to the basic academics, socialization, physical education, community awareness, personal hygiene and grooming, and arts and crafts are stressed.

Each student is appropriately placed in each of the previously mentioned areas, based on his or her functional ability level.

Class structure varies, based on the type of activity, to include one-to-one training, small group instruction and total group activities.

CLASSROOM SCHEDULE

LINCOLN SCHOOL - DAY PROGRAM

MONDAY - THURSDAY

Time	Art 116	English / Math 120	Home Ec. 119	Office Practice 114	Social 112
9:40 - 10:20	a	b	c	d	e
10:20 - 11:00	A - b	B - c	C - d	D - e	E - a
11:00 - 11:40	B - c	C - d	D - e	E - a	A - b
11:40 - 12:10		- - - L U N C H - - -			
12:10 - 12:50	C - d	D - e	E - a	A - b	B - c
12:50 - 1:30	D - e	E - a	A - b	B - c	C - d
1:30 - 2:20	E	A	B	C	D

Bus Group I, Sections a,b,c,d,e, 9:30-1:30; Bus Group II, Sections A,B,C,D,E, 10:30-2:30

COURSE DESCRIPTIONS

LINCOLN SCHOOL

DAY PROGRAM

MONDAY - THURSDAY

ART 32

Art 32 is an enrichment program covering basic design, color, crafts, form, line, and creativity. The Lincoln Art program consists of many levels of performances; therefore, a multitude of projects are implemented. Some included are drawing, cut paper, weaving, hand building in clay, rug hooking and holiday crafts.

Part of the enrichment and growth of a student is his or her productivity and progress. The purpose of this class is to enrich student creativity, confidence and cooperation.

BASIC CONSUMER SURVIVAL

The primary goal of this course is to develop those skills necessary for wise money management. Emphasis is placed on budgeting, banking and comparison shopping. Some of the activities involved are opening a checking acount, meal planning, understanding unit pricing, and actual comparison shopping.

CLOTHING 22

The goal of this course is to incorporate skills that would be helpful for students in everyday living. Examples of these skills are sewing on buttons, mending, putting in hems, learning how to iron properly, etc. Several different

projects are worked on at the same time. The students work on their own and at their own rate.

Students are encouraged to become interested in themselves through awareness of clothing and fashion. Culminating projects include the use of a pattern, coordinating colors, and operation of a sewing machine.

ENGLISH 32

The concentration of this course is on reading improvement and English usage. Geared to practical and everyday situations, this course also includes creative writing, grammar, comprehension and journalism.

MATH 32

The math learning center is an individualized math program. It is leveled and covers the concepts from counting through algebra and trigonometry. Its goal is to have the student master the needed math skills for everyday living.

When a student enters the program, he is pretested for his math skill level, after which the student is given his beginning unit based on the results of the pretest. The student then works on the unit at his own rate. At the end of each unit, the student takes a performance test covering the concepts in the unit. If the student scores above 70%, he proceeds to the next level. If his score is below 70%, he is given additional exercises in the areas where weaknesses are shown.

After the student has mastered the four basic operations for whole numbers, fractions, and decimals, he is given more freedom. He is allowed to choose his area based on his personal and/or occupational goals.

TYPING 32

The overall goal of beginning typing is to give the student mastery of the essentials of operating a typewriter using the touch system. Some modification of the overall goal has been made for individuals with physical handicaps, visual problems, etc.

Since students begin with various levels of coordination and aptitude, instruction for the most part is individual. After introduction of the "home keys" and correct fingering, students work at their own pace.

CLASSROOM SCHEDULE

LINCOLN SCHOOL

EVENING PROGRAM

MONDAY - THURSDAY

	Monday		Tuesday		Wednesday		Thursday	
	1st Period	2nd Period	1st Period	2nd Period	1st Period	2nd Period	1st Period	2nd Period
Consumer Survival	I	III	II	IV	I	III	II	IV
Learning Center	II	IV	I	III	II	IV	I	III
Clothing	IV	II	III	I	IV	II	III	I
Art	III	I	IV	II	III	I	IV	II

COURSE DESCRIPTIONS

LINCOLN SCHOOL

EVENING PROGRAM

MONDAY - THURSDAY

STRETCHING THE FOOD DOLLAR

The primary goals of this course are to teach budgeting, comparison shopping and economical food preparation. These are achieved through mock and actual money management activities. Proper nutrition is also stressed while shopping for and preparing inexpensive meals. Other areas of study include proper food storage, usage of leftovers and the understanding of the four basic food groups.

ART 32

BASIC CONSUMER SURVIVAL

CLOTHING 22

ENGLISH 32

MATH 32

(See descriptions under Lincoln Day Program).

CLASSROOM SCHEDULE

CLINTON VALLEY CENTER

MONDAY - FRIDAY

Time	Type of Activity
8:45 - 9:00	Students arrive; social period
9:00 - 9:15	News section
9:15 - 10:10	Instructional groups (math and reading)
10:10 - 10:20	Break
10:20 - 11:00	Instructional Groups
11:00 - 12:30	Lunch (students go to own halls/cottages for lunch)
12:00 - 12:30	Staff lunch (meetings and records time)
12:30 - 12:45	Students arrive; social period
12:45 - 2:00	Instructional groups
2:00 - 2:10	Break
2:10 - 3:00	Instructional groups
3:00	Dismissal

*On Monday mornings, a group goes to the greenhouse to work with the director.

PROGRAM DESCRIPTION

CLINTON VALLEY CENTER

MONDAY - FRIDAY

The basic objectives of this program's curriculum are to provide the basic knowledge and skills needed to successfully cope and survive in an independent living situation. Among the skills taught are:

Personal hygiene and health

Simple housekeeping chores

Consumer education

Pre-vocational and vocational skills

Money management

G.E.D. and high school completion courses

Leisure time activities

Personality development

This learning center concurrently runs two educational programs. Those students between the ages of eighteen and twenty-five are formally enrolled in Adult Special Education. Those students over the age of twenty-five are formally enrolled in Adult Basic Education. However, each student is actually placed in an educational program according to the student's specific needs, not age. Therefore, flexibility in programming and team teaching have become essential components in meeting the objectives of this program.

ASSESSMENT

ASSESSMENT

Assessment Instrument	Publisher or Manufacturer
Boehm Test of Basic Concepts (Form A, Booklet 1 and 2)	The Psychological Corp.
Common Knowledge Inventory	Teacher Made (See page 40)
Fundamental Evaluation Test (FET)	Steck-Vaughn Pub. Co.
Informal Assessment of Language Mastery, Speech Patterns, Etc.	Teacher Made
Key Math Diagnostic Arithmetic Test	American Guidance Service
Peabody Individual Achievement Test	American Guidance Service
Pre and Post Tests for Special Course Units	Teacher Made (Recording Sheet - See page 41)
Simulated G. E. D. Exam	Cambridge Book Company
Wide Range Achievement Test	Guidance Associates of Delaware
Woodcock Reading Mastery Tests	American Guidance Service

COMMON KNOWLEDGE INVENTORY

1. Name _____

2. Address _____

3. City _____ State _____

4. Zip Code _____

5. Telephone Number _____

6. Birthdate: Month _____ Date _____ Year _____

7. Age _____

8. Days of the Week:

_____ _____

_____ _____

_____ _____

_____

9. Months of the Year:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

10. Today's Date _____

Recording Sheet

	Can Count to Three	Can Count to Five	Can Count to Ten	Demonstrates Understanding of the Concept (1)					
John Doe									
Mary Smith									

RESOURCE GUIDE

COOKING

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Boys and Girls Cook Book	Oakland Training Institute	Handbook	Primary

DRIVER'S EDUCATION

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Basic Driver Education	The Interstate Printers and Publishers, Inc.		
Getting Ready To Drive	Frank E. Richards Publishing Co., Inc.	Worktext	Intermediate
Know Your Signs - Be A Better Driver Book I	Frank E. Richards Publishing Co., Inc.	Handbook	Intermediate
Know Your Signs - Be A Better Driver Book II	Frank E. Richards Publishing Co., Inc.	Handbook	Intermediate
Studying for a Driver's License	New Readers Press		
Tomorrow's Drivers	Lyons and Carnahan, Inc.		

HEALTH EDUCATION

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Good Health Habits	Hayes School Pub. Co.	Dup. Masters	Grades 3 & 4
Play It Safe	Green Giant Co.	Handbook	Primary
We Are What We Eat	Steck-Vaughn	Workbook	Jr. High

LANGUAGE ARTS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Auditory Perception Training - Figure Ground	Developmental Learning Materials	Tapes, Dup. Masters	Primary
Auditory Training - Familiar Sounds	Developmental Learning Materials	Tape and Cards	Primary
Basic Skills in Grammar - Book 1 and 2	Cambridge Book Co.	Workbooks	Jr. High
Color Bingo	Teacher Made	Cards	Primary
Communicating With Others	Steck-Vaughn		Jr. High
Contemporary Language	Prentice-Hall Learning Systems	Activity Cards	Primary
Contemporary Writing	Prencice-Hall Learning Systems	Activity Cards	Primary
Creative Writing Masters - Book 1, 2, 3, and 4	The Instructional Fair, Inc.	Dup. Masters	
Dilemma Cards - A Value Exploration Unit	Educational Design Assoc.	Activity Cards	All Levels
English, A Comprehensive Course	Amsco School Pub.		Sr. High
English Essentials, A Refresher Course	Steck-Vaughn Co.	Workbook	Grades 4 - 6
English For Adults	Harcourt, Brace and World, Inc.	Workbook	Grades 1 - 6

LANGUAGE ARTS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
English for Today - Book 2, The World We Live In	McGraw Hill, Inc.	Workbook	Grades 2 - 4
English That We Need	Frank E. Richards	Workbook	Grades 2 & 3
Everyday English	Steck-Vaughn	Workbook	Intermediate
Focus on Self-Development, Stage 3: Involvement	Science Research Associates, Inc.	Manual and Records	
How to be Polite to Giants (and People)	Green Giant Co.	Handbook	Primary
Imaginary Line, Handwriting - Book 2	Steck-Vaughn	Workbook	Primary
Language Through Play Acting	Mafex Associates, Inc.		Primary
Learning About Writing (Cursive)	Frank E. Richards	Workbook	Grades 3 & 4
Learning Our Language, Book 1,2	Steck-Vaughn Company	Worktext	Grades 6 - 8
Logic Cards	Developmental Learning Materials	Cards	
Look Alikes	Ideal Co.	Wipe-off Cards	Primary
Mind Expanders		Activity Cards	
The Mott Basic Language Skills Program - Semi Programmed Series, Books 1301, 1302, 1303, 1608, and 1300 - Head Start for Reading	Allied Education Council	Workbook	Primary, Intermediate

LANGUAGE ARTS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
The Mott Basic Language Skills Program - Word Bank	Allied Educational Council	Workbook	Primary
Peabody Language Development Kit, Level 1 and 2	American Service, Inc.	Kit	Primary
Sentence Strength	Houghton Miffin Co.	Workbook	
Sequential Picture Cards I	Developmental Learning Materials	Cards	Primary
Shapes Sorting Box	Developmental Learning Materials		Pre-school
Special Education: Reading and Language Arts	Hayes School Pub. Co.	Dup. Masters	Grades 1 - 3
Spice - Primary Language Arts	Educational Services, Inc.	Handbook	Primary
Telephone Talk	Educational Design Assoc.	Cards	All Levels
Use the News	Prentice-Hall Learning Systems	Handbook	K-8
Using English	Steck-Vaughn Co.	Workbook	Grade 3
What's Missing	Ideal Co.	Wipe-off Cards	Primary
Word Attack - Book 3, English Skills	Houghton Miffin Co.	Workbook	
Written Language Cards	Developmental Learning Materials	Cards	All Levels

MATHEMATICS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Abacuses		Manipulative Tool	
Action Fractions, sm. 204,205	Instructo Corp.		Intermediate
Arithmetic Exercises	Milliken Pub.	Dup. Masters	Grade 2 - 4
Arithmetic Instructional Activities, Book 1 and 2	Love Pub. Co.	Handbook	Grades 1 - 6
Arithmetic Quizmo	Milton Bradley	Bingo Cards	
Arithmetic Step By Step, Kit A and B	Continental Press	Workbook, Dup. Masters	Grades 1 - 6
Basic Essentials of Mathematics, Book 1 and 2	Steck-Vaughn	Workbook	Grades 5 - 9
Beaded Clock	Ideal Co.	Large Clock	Primary
Calendar Chart		Large Calendar	
Cambridge Adult Basic Education Series, Arithmetic 1, 2, 3, and 4	Cambridge Book Co.	Workbook	Primary, Intermediate
Chip Trading Math Lab Kit	Scott Scientific, Inc.	Kit	All Levels
Clock Stamp	Developmental Learning Materials	Stamp	Primary

MATHEMATICS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Concentration	Milton Bradley	Game	10 years - Adult
Contemporary Drill Wheels	Prentice-Hall Learning Systems	Dup. Masters	Elementary
Everyday General Mathematics	Hayes School Pub. Co.	Dup. Masters	Intermediate
Figure It Out, Book 1 and 2	Follett Pub. Co.	Workbook	Grades 1 - 8
Find the Right Number	Frank E. Richards Pub. Co.	Workbook	Primary
Fun and Games with Mathematics	Prentice-Hall Learning Systems		
General Mathematical Ability		Handbook	G.E.D. Prep.
Geoboard	Teacher Made	100 Pegged Board	All Levels
Getting Ready for Pay Day, Part 1, 2, and 3	Frank E. Richards Pub. Co.	Workbook	Grades 4 - 6
Individualized Arithmetic Instruction	Love Pub. Co.	Dup. Masters	Elementary
Individual Number Cards	Teacher Made	Laminated Cards	Primary
Introduction to Arithmetic	Cambridge Book Co.	Handbook	G.E.D. Prep.
Launch, Vol. 1	Educational Service, Inc.	Dup. Masters	Primary

MATHEMATICS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Make A Shape	Milton Bradley	Cards	Primary
Math Made Easy	Frank E. Richards Pub. Co.	Workbook	Primary
Math Shade-Ins	Prentice-Hall Learning Systems	Workbook	Primary
Money Bingo	Teacher Made	Bingo Cards	Graded 1 - 6
Money Cubes	Teacher Made	Cubes with Coins	Grades 1 - 6
More Fun and Games With Mathematics	Prentice-Hall Learning Systems	Handbook	Primary
Photo Number Group Card Game	Developmental Learning Materials	Cards	Primary
Place Value Building Set	Ideal Co.	Cards, Unit Blocks	Intermediate, Secondary
Plus - Elementary Mathematics	Educational Service, Inc.	Handbook	Grades K - 8
Practical Applications In Mathematics	Allyn and Bacon, Inc.	Workbook	Jr. High, Sr. High
Programmed Algebra	Allyn and Bacon, Inc.	Workbook	Sr. High
Programmed Math, Book 1 - Basic Addition, Book 2 - Advanced Addition, Book 3 - Subtraction, Book 4 - Multiplication, Book 5 Division, Book 6 - Fractions,	McGraw-Hill Book Co.	Workbook	Grades 1 - 6

MATHEMATICS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Book 7 - Decimals, Book 8 - Measurements, Book 9 - Consumer Math			
Quiet Counters	Ideal Co.	Plastic Disks	Grades 1 - 4
Refresher Mathematics With Practical Applications	Allyn and Bacon, Inc.	Workbook	Intermediate, Secondary
Sets and Numbers	Edu-Cards Corp.	Cards	Primary
Shapes and Forms	Edu-Cards Corp.	Cards	Primary
Shapes and Forms	Mafex Assoc.		Primary
Shapes and Numerals	Edu-Cards	Cards/Game	Primary
Shapes Sorting Box	Developmental Learning Materials		Primary
Skill Building Activities for Mastering Mathematics	Instructor Pub. Co.	Handbook	
Sorry	Parker Bros.	Game	Ages 6 - Adult
Steps to Learning, Book 2	Steck-Vaughn Co.	Workbook	Grades 2 - 3

MATHEMATICS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Tangranimals	Prentice-Hall Learning Systems	Handbook	Grades 1 - 6
Telling Time: 5 Math Gameboards	Frank Schaffer Pub.	Game	Intermediate
Telling Time	Ideal Co.	Wipe-off Cards	Primary
Two-Dimensional Color Block Designs	Ideal Co.	Cards	Primary
Useful Arithmetic	Frank E. Richards Pub. Co.	Workbook	Grades 4 - 6

MONEY

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Buying Guides	Steck-Vaughn	Workbook	Grades 4 - 6
Coins and Bills	Developmental Learning Materials	Imitation Money	Primary
Coin Stamps (Head and Tails)	Developmental Learning Materials	Hand Stamps	Grades 1 - 6
Containers: How to Compare the Prices of Their Contents	Follett Educational Corp.	Workbook	Intermediate, Secondary
It's Your Money - Book 1	Steck-Vaughn Co.	Workbook	Grades 6 - 8
Making the Most of Your Money	Ed. Div. - Institute of Life Insurance	Workbook	Jr. High, Sr. High
Modern Consumer Education	Educational Design, Inc., Grollier Educational Corp.	Media Kit	Jr. High, Sr. High
Money Dominoes	Developmental Learning Materials	Game	Primary
Money Makes Sense	Fearon Pub.	Workbook	Elementary
Using Dollars and Sense	Fearon Pub.	Workbook	Elementary
Using Money Series - Book 1 Counting My Money	Frank E. Richards Pub. Co.	Workbook	Primary
What Can You Buy? - Book 1	Dell Pub. Co.	Workbook	Primary
You and Your Money	Steck-Vaughn Co.	Workbook	Intermediate

OCCUPATIONAL AWAREMESS

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
How To Get A Job And Keep It	Steck-Vaughn	Worktext	Grades 5, 6
Occupations 1 and 2	New Readers Press		
Service Station Attendant (Instructor's Book)	Educational Opportunities, Follett Educational Corp.	Professional	Grades 5 - 12
We Want You	Noble and Noble Pub., Inc.	Handbook	Jr. High, Sr. High
Working Makes Sense	Fearon Pub., Inc.	Workbook	Intermediate
The World of Work	New Readers Press		
Your Job and Your Future Book 1 and 2	McGraw - Hill Book Co.	Handbook	Jr. High, Sr. High
The Job Box (Vocational Resource Module	Pacemaker Books	Job Description Booklets	Grades 5 - 9

PHYSICAL EDUCATION

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
And the Beat (les) Go On and On	Educational Activities and Rimbo Ed. Records	Manual and Record	Secondary
Movement Games	Sterling Pub. Co.	Textbook	Professional Use

READING

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Adult Basic Education, Reading Book 1 and 2	Cambridge Book Co.	Workbook	Primary
Adult Reader	Steck-Vaughn Co.	Workbook	Grades 1, 2
All About the Hall Family - A Reader for Adults	Frank E. Richards Pub. Co.	Workbook	Grades 1 - 4
Basic English Review, Adult and Continuing Ed. Series	South-Western Pub. Co.	Workbook	Jr. High
Be A Better Reader, Book 1 and 2	Prentice-Hall Learning Systems	Workbook	Intermediate
Beginning Sentences	Educational Cards	Cards	Primary
Cambridge Adult Basic Education Programmed Readings, Books 1-4	Cambridge Book Co.	Workbook	Primary, Intermediate
Compound Word Game	Developmental Learning Materials	Cards	Elementary
Concentration	Milton Bradley	Game	
Consonant Lotto	Garrard Pub. Co.		Primary
Consonant Wheels	Milton Bradley		Primary
Contemporary Drill Wheel	Prentice-Hall Learning Systems	Dup. Masters	Elementary

READING

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Contemporary Reading Shade-Ins	Prentice-Hall Learning Systems	Dup. Masters	Primary
Contemporary Vocabulary Games	Prentice-Hall Learning Systems	Dup. Masters	Primary
Countdown:: Scope Study Skills 1	Scholastic Book Services	Workbook	
Crossword Puzzles, Book 1	Dell Pub. Co.	Workbook	
Crossword Puzzles: Holiday Crossword Puzzles, Fairytale Crossword Puzzles, Animal Crossword Puzzles, Airplane Crossword Puzzles, Season Crossword Puzzles	Ideal School Supply Co.	Wipe-off Cards	Primary
Find the Right Letter	Frank E. Richards Pub. Co.	Workbook	Primary
Find the Right Word	Frank E. Richards Pub. Co.	Workbook	Grades 1 - 3
Functional Signs Match-ups	Developmental Learning Materials	Cards	Primary
Guidebook to Better Reading	Educational Guidelines Co.	Workbook	Grades 4 - 6
Increase Your Vocabulary, Book 1	Cambridge Book Co.	Workbook	Jr. High, Sr. High
Individual Letter Cards, A - Z	Teacher Made	Laminated Cards	
Launch, Vol. 1	Educational Service, Inc.	Dup. Masters	Pre-School, Kindergarten

READING

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Letter and Number Forms		Tagboard Letters and Numbers	Primary
Make A Word	Milton Bradley	Cards	Pre-K - 3
Mix'n Match Puzzles	Trend Enterprises	Consonant Game	Primary
The Newspaper You Read	Turner-Livingston Communication Series	Workbook	Intermediate, Jr. High
Pal Paperbacks - Kits A and B	Xerox Corp.	Readers	Grades 1.5 - 5.5
Perception Task Cards	Milton Bradley	Cards	Primary
Picture Word Builder	Milton Bradley	Cards	Primary
Phonetic Quizmo	Milton Bradley	Bingo Cards	Grades 1 - 3
Phonetic Word Blend Flip Charts	Kenworthy Ed. Service, Inc.	Flip Charts	Primary
Phonics for Reading	Kenworthy Ed. Service, Inc.	Game and Drill Cards	Primary
Practice With Sounds and Context Clues	Instructor Pub.	Dup. Masters	Primary
Programmed Reading for Adults: Book 1 - The Letters of the Alphabet, Book 2 - The Sound of the Letters, Book 3 - From Words to Sentences, Book 4 -	McGraw-Hill Book Co.	Workbook	Primary, Intermediate

READING

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Sentence Reading, Book 5 - Paragraph Reading, Book 6 - Consecutive Paragraphs, Book 7 - Content Analysis, Book 8 - Functional Reading			
Reading Attainment System	Educational Design, Inc., Grollier Ed. Corp.	Kit	Grades 3 - 6
Reading - Bulletin Boards	Instructor Pub.	Handbook	Primary
Reading Enrichment - 137 Activities	Instructor Pub.	Handbook	Primary
Reading for Comprehension, Book 1 and 2	Cambridge Book Co.	Workbook	Sr. High
Read, Write and Spell - Teacher's Manual	Mass. Council for Public Schools, Inc.	Manual	Professional Use
Same or Different Word Cards	Developmental Learning Materials	Cards	Primary
Scrabble		Game	All Levels
Servicemen Learn to Read, Practice Book Numbers 1 and 2	U. S. Armed Forces Institute		Grades 1 - 3
Spelling Reference Book	Developmental Learning Materials	Handbook	Grades 2 - 4

READING

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Spill and Spell		Game	All Levels
Steps to Learning, Book 1 and 2	Steck-Vaughn Co.	Workbook	Primary
Supportive Reading Skills, Kit 1 and 2	Dexter and Westbrook		Primary, Intermediate
Syllable Flip Cards	Kenworthy Educational Service	Cards	Primary
Word Bank	Teacher Made	Work Cards	Elementary
Word Bingo	Teacher Made	Bingo Cards	All Levels
Word Blends	Kenworthy Educational Service	Cards	Primary
Word Checkers	Teacher Made	Laminated Board	All Levels
Word Prefixes	Kenworthy Educational Service	Cards	Primary
Word Search Puzzles, Book 1 and 2	Dell Pub. Co.	Workbook	All Levels
Word Suffixes	Kenworthy Educational Service	Cards	Primary
Working With the Alphabet: Activity Cards	Prentice-Hall Learning Systems	Cards	Primary

RECREATIONAL ACTIVITIES

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Basic Library of the World's Greatest Music	Standard Reference Works Pub.	24 Albums	All Levels
Battleship	Milton Bradley	Game	8 years - Adult
Checkers		Game	
Jigsaw Puzzles	Milton Bradley	Puzzles	5 years - Adult
Manual for Constructive Leisure Time Activities	Mafex Assoc.	Handbook	Professional
Musical Instruments			All Levels
Primary Puzzles	Playskool	Puzzles	Pre-School
Recreation and Leisure Time	Interpretive Education	Workbook	
Signs and Symbols	Milton Bradley	Flash cards	Primary

REFERENCE

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Cartoon and Idea Book	Heyer, Inc.	Dup. Masters	Primary
Child Development and Personality	Harper and Row Pub.	Textbook	College
Creative Ideas for Teaching Exceptional Children	Love Pub. Co.	Handbook	Professional Use
A Curriculum Guide for Early Childhood Education	Developmental Learning Materials	Handbook	Professional Use
Helping Children With Reading Disabilities	Developmental Learning Materials	Handbook	Professional Use
Preparation for the High School Equivalency Examination (G.E.D.)	Cambridge Book Co.	Workbook	G.E.D. Prep.
Primer for Perception - How To Help Children Learn to Learn	Mafex Assoc.	Handbook	Professional Use
Yellow Pages of Learning Resources	Group for Environmental Education, Inc.	Handbook	Professional Use

SCIENCE

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Experiments in Science	Continental Press	Dup. Masters	All Levels
The G. E. D. Handbook of Basic Science	Cambridge Book Co.	Handbook	G.E.D. Prep.
Plants and Animals	Milliken Pub. Co.	Dup. Masters	Primary
Science Problems - Book 1	Scott, Foreman and Co.	Textbook	Jr. High.
Visualized General Science	Oxford Book Co.	Textbook	Sr. High

SOCIAL STUDIES

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Our American Way of Life - Book 1	U. S. Government Print Office	Handbook	Grades 4 - 6
Our Government - Book 3	U. S. Government Print Office	Handbook	Grades 4 - 6
Our United States - Book 2	U. S. Government Print Office	Handbook	Grades 4 - 6
Seeing the United States	Milton Bradley	Maps and Poster Cards	Primary

TYPING

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
20th Century Typewriting	Southwestern Pub. Co.	Tex	Intermediate

VISUALLY HANDICAPPED

Name of Book, Workbook, Etc.	Publisher or Manufacturer	Type of Material	Suggested Level
Homemaking Manual - A Guide for Blind Persons	Pub. by the Graduate College, Western Michigan University	Handbook	Professional Use
Home Mechanics for the Visually Impaired	Pub. by the Graduate College, Western Michigan University	Handbook	Professional Use
Illinois Braille Reading and Writing Manual: A Supplementary Manual for Rehabilitation Teachers Working with the Adult Blind	Pub. by the Graduate College, Western Michigan University	Manual	Professional Use

School District of the City of Pontiac
350 Wide Tra_k Drive East
Pontiac, Michigan 48058
(313) 857-8100

Dr. Dana P. Whitmer, Superintendent
John R. Colbert, Director
of Continuing Education